

We Grow Up

Recorder

4

By

FRANK N. FREEMAN, Ph D.



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Dear Boys and Girls,

This year is one of the most important in learning to write. We have gone through the easier steps of learning letter forms and can write what we wish so that it can easily be read. Now we must add more skill, write smaller, and make the writing more uniform. While we are improving the writing in this way, we must be sure to write easily so that it does not tire us.

Yours for good writing.

Sincerely,

Frank N. Freeman, Ph. D.

GENERAL PROCEDURE

To the Teacher:

How to Work From Each Page

1. Read and discuss the unit until each member of the class is familiar with it. Write it on paper and on the blackboard, if possible. Write the top sentence first and then each word or sentence separately and at different times. Help each of your students to visualize by criticism of form and pauses in rhythm until he can recall and write each word satisfactorily.

2. On each page there are a few specific letters for special practice. These should first be demonstrated in large form on the board. The points of difficulty may be marked with colored crayon to aid in visualization. It helps a child to do better writing if he knows the technical points in letter structure.

3. Write and practice the difficult places shown in the copies or as discovered on the pupils' individual papers. Use practice paper before recording their best efforts in this book. The difficulties encountered may be parts of letters, letters, letter combinations, words, phrases, sentences or paragraphs.

4. Have your students record their best efforts on the page provided in this book. It should be written at different times. Each page in this book represents a week's work and the teacher should develop it with this in mind.

5. Where illustrations are used on the page, the teacher will need to rearrange the setting on the page. At all times, she should plan ahead for this work and have a system of recording which will not only show the students' best efforts but the page will be neatly arranged, well balanced, and pleasing to the eye.

The Left-handed Child

In the fourth grade, if children enter using their left hand, teach them the right way to hold their paper and how to get their best work using their left hand. Tilt the paper to the right for the left-handed child at about 30 degrees. Exact the same quality of work from them as those using the right hand. Do not permit an inverted position to develop.

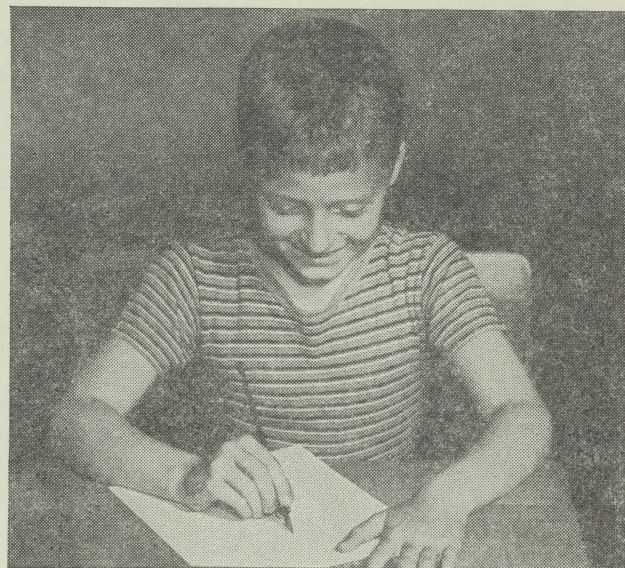
How to Dip Ink

Time should be taken when pen and ink are introduced to show how to dip ink in order to eliminate blots. Blots are usually caused by overloading the pen with ink. In demonstrating this act, dip the pen in the bottle until the eye of pen is covered with ink. Pull it out of the bottle slowly so that excess ink will drain off before it clears the bottle. Let children hold up their pens to the light. If there is a drop of ink hanging on the tip of the pen ready to fall on paper, the pen has been pulled from the bottle too quickly. If none appears, the pen has been properly filled.

If fountain pens are used, care is essential in selecting the point and type.



Be careful to get your paper turned correctly.



Good position for writing with a pen or pencil.

Preview

As early as the fourth grade, children are beginning to understand and appreciate the need for friendly neighbors and the joy of living with them peaceably—what they contribute to our well-being, and what we share with them.

We once thought of neighbors as those living next door or across the street. Since the development of air service, distant places have been brought nearer to us and now those living thousands of miles from us are regarded as neighbors.

In this text you will find the main theme to be **Friendly Neighbors and Means of Knowing Them**. Sources are indicated through which children can gain a knowledge of these peoples—their languages, their modes of living, and interesting characteristics of their countries.

Several lessons deal with our chief means of communication, the radio, the telephone, the use of mail service, and the news reel. All these contribute toward broadening the child's horizon of peoples near and far.

Our own nation's capital furnishes interesting lessons for several weeks. Children want to know about the city where our laws are made.

These three main units are interspersed occasionally with special lessons which every child should find a need for in his everyday plan of living.

We believe that the units of interest, as presented in this text, are vital to the growth of every American child.

Blackboard and Seat Writing

The continuance of the use of the blackboard is very helpful. Many teachers have their lessons written first on the blackboard, then on paper, and then recorded in this book.

Position

Study the position shown for seat writing. The writing is slightly smaller in this grade and the paper should be placed at about a 30 degree angle to enable students to pull the downstrokes toward the center of the body. The pencil or pen should be held lightly and not in an awkward or cramped position.

Materials

The pupils in minimum groups should continue to use pencils in the fourth grade. Regular size of lead pencil should be used and ruled paper with lines three-eighths of an inch apart. The change to pen and ink can be made some time near the middle of the year. Maximum groups, however, can begin the use of the pen early in the year. Some of these children may have had a little experience in the use of this tool the latter part of third year. Many teachers use this change as an added incentive in securing better writing.



Our first writing unit will be about our friends and our neighbors. Let us talk about the picture. Show by map or globe what we mean by Western Hemisphere.

Use this page as a first specimen.

To the Teacher: Dictate a paragraph, such as: **We have good friends in the Western Hemisphere. They live in four different countries.** Let the class write it under this picture. This will give you a good idea of what they can do in writing, and what your problem will be in this grade. It serves as a very good specimen for comparison at the end of the year or during the year to test the improvement of the class.

Some good friends of ours
live in the western part of
the world.

Since we cannot visit
their homes, we read about
them in our new books.

S S S S So So Si Si Since
i i i i in u u w w

In what countries do these friends live? Find these countries on the map. Write the first sentence, then learn all about Capital S by studying and practicing this letter.

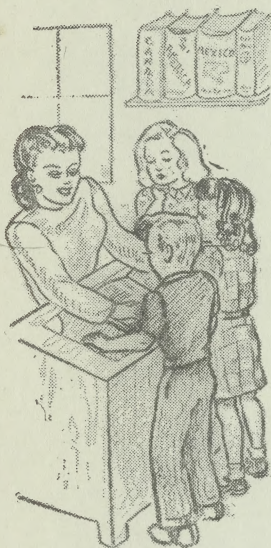
Some good friends of ours
live in the western part of
the world

Since we cannot visit
their homes we read about
them in our new books

S S S S So So Si Si Since
i i i i in u u w w

After writing sentences, make five each of i, u, and w. Practice the words beginning with these letters on paper. After the teacher has O. K.'d your writing, do your best work in this book. Are you using an undercurve to start?

THE LIBRARY



"Let us ask Miss
Lane, in the library,
to show us the new
books. These books tell
us where they live and
what they do," said Larry.
L L L Lane Let Larry
t t t t t to d d d d d do

What courtesy should be shown in the library? On practice paper write the first sentence. Write it on several lines. Does the toe of your L rest flat on the line? How does a good capital L look?

Let us ask Miss
Lane in the library,
to show us the new
books. These books tell
us where they live and
what they do said Larry
L L L Lane Let Larry
t t t t t to d d d d d do

Practice the second sentence, then write 5 each of t and d, and the words the, they, to, and, and what. Now see how well you can arrange this page as you write it in your book.

Miss Lane first told us
they lived in Canada, Mexico,
South America, and Central
America.

She then let us see the
books with their gaily
colored pictures.

A A A a a a C C C c c c c

Have you ever visited one of these countries? Tell us something about the country. Notice how often the large **A** and small **a** appear in the first sentence. Are you using a downcurve on both of these letters as you practice them?

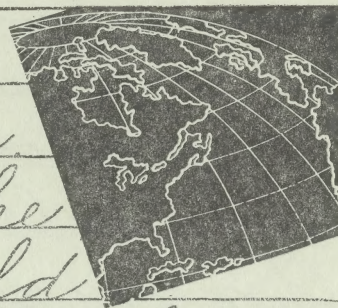
Miss Lane first told us
they lived in Canada
Mexico,
South America, and Central
America.

She then let us see the books
with their gaily

You will want to practice capital **C** before writing this History page in your book. Make a list of the three-lettered words, then the five-lettered words. Practice them. Watch the connecting strokes. Are you writing large enough?

WE FIND THE COUNTRIES

"Where are these
countries?" asked Grace.



Otis turned on the
light in the big world
globe and we found where
each country was located.

O O O O o o G G g g gl gh gh
Grace are a a at ac ace ace

Locate these countries on the globe and talk about them before writing this page. Watch your teacher while she shows you how to make O and G. Check the loops and boat endings on your G.

Where are these
countries ask Grace.

Otis turned on the
light in the big world
globe and we found

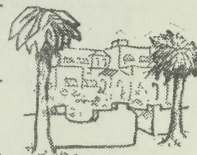
What is a quotation? Notice how this quotation is punctuated. Practice the sentences on practice paper before writing them in this book. When writing the sentence about Otis, make ending strokes the height of small letters.

The next day in school
the children told some inter-
esting things about the
homes, customs, and foods of
these peoples.

t t t t t i i i w w w
i i i i i w w w w cu cust customs
t t th the these there than

What customs make us truly Americans? How do the customs of our neighbors differ? Notice how often we need the letter **t**. Curve under on the beginning stroke and use a stiff downstroke. Cross the **t** with a short stroke.

In this paragraph, be careful to arrange the words on the page correctly and see that all letters have the same slant. Study and practice the **c** and **t** words. Practice first, then do the best you can as you write in your book.



Many of the homes
look like Spanish homes.
Some are built around patios,
or courtyards, as in old Spain.
The people speak the Spanish
language.

n n n n n n n n n n n n

Ma Ma Man Man Man M

If you were to go to Mexico, what would you want to see? Review the capital S, then practice capitals M and N. Notice the slant in the downstrokes. Have you full round humps on M, N, m, and n?

Many of the homes
look like Spanish homes.
Some are built around patios,
or courtyard, as in old Spain.
The people speak the Spanish
language.

n n n n n n n n n

Write the first sentence from dictation. Circle any small letters m, n, or g, that are not well made. Practice these on paper before writing the story in your book.

Let us try to read and
write some of these easy
Spanish words.

mano - hand	rio - river
sol - sun	vaca - cow
rosa - rose	fruta - fruit
las flores -	the flowers
un buen libro - a good book	

Let us learn a few Spanish words before we go to Mexico. After you can pronounce the words, write them neatly. Practice the combinations **ol**, **os**, **ow**, **bu**, **br**, **fl**, and **fr**. Are you using a curve in the beginning strokes?

Let us try to read and
write some of these easy
Spanish words.

mano hand	rio river
sol sun	vaca cow
rosa rose	fruta fruit
las flor	

Now write this page just as it appears above. Do not slant the underloops too much. When your teacher says you can write this page well enough, put it in your book.

They sing songs and
dance to lively native music.

They like bright colors
and weave beautiful cloth.

T T T T T T T

T T The They T

w w w weave

v v v weave



Do you know any Spanish songs? What are the names of some? Notice the slight curve in the back of T. Make the boat finish wide. How do you test for good T's?

They sing songs and
dance to lively native music.

They like bright colors
and weave beautiful cloth

Write the two sentences, then make two lines of T's. How many did you write to the line? Did you put its cap on last? Watch the letters w and v. On the last two lines space neatly the words **dance**, **music**, **colors**, and **weave**.

The homes in Canada
are more like the homes in
France and England. Quebec
is a quaint city.



Q Q E E E Eng England England
Q Q 2 2 2 2 Quebec Que Que
q q qu que qua quaint quaint

Did you ever go camping in Canada? Find Quebec on the map. Here we will learn to make capitals E and Q. Use a round motion to make these letters. Is the middle loop on E tipping downward? Lay loop of Q on the line.

The homes in Canada
are more like the homes in
France and England. Quebec
is a quaint city.

Q Q E E E

Write the copy very neatly, then make a line each of the words **Canada**, **England**, **Quebec**, and **France**.
Is your spacing even?

TO THE SOUTH



Pedro lives in the
cold country of the
Andes. He wears his
poncho when it rains.

His llama carries
his packs for him
up the mountains.

a a A A P l h k f

Now we journey south. In the library you may find a story about the animals that live in the Andes. Learn to make each part of the capital P and small p correctly. Is the top of p as high as t and d?

Pedro lives in the
cold country of the
Andes. He wears his
poncho when it rains

His llama carries
his packs for him
up the mountains

a a A A P l h k f

Do not leave room for the picture when you write this in your book. Indent your paragraphs. Space about 21 letters to the line. Finish the page with P - Pedro, and A - Andes. Put a circle around the letters you need to make better.

Some things that
come from our American
neighbors are, — spices,
rubber, coffee, furs, and
tropical fruits.

f f f furs furs fruits
nei gh gh bors neighbors
r r r r r s s s s rs



After you practice the paragraph, name and make a list of tropical fruits and spices. Write them as spelling words. Use uniform beginning and ending strokes. Do you retrace the tips of **r** and **s**, and do you tie the letter **f** on the line?

Some things that
come from our American
neighbors are — spices
rubber coffee furs, and
tropical fruits.

f f f furs furs fruits
nei gh gh bors neighbors
r r r r r s s s s rs

Use four full length lines for writing the story. On the next line, write 10 **r**'s and the word **rubber**.

On the last line, write 10 **s**'s and the word **spices**. Compare this page with your first page. Are you growing?

If the word **neighbors** does not please you, practice **nei**, **gh**, **bors**, and then **neighbors**.

ROSITA, OUR LETTER FRIEND

27 Beaver St.
 Boston 8, Mass.
 October 5, 19-

Greeting
 Dear Rosita,

Would you like
 to be my letter friend? I
 collect stamps. Do you?
 Please send me some pretty

Heading
 Message

This is a letter to a Mexican friend. You may wish to use the name of some one you know.
 Study the parts of the letter and its arrangement. Capitals P, B, and R, may be practiced this week.

27 Beaver St.
 Boston 8, Mass.
 October 5, 19-

greeting
 Dear Rosita

Would you like
 to be my letter friend? I
 collect stamps. Do you?
 Please send me some pretty

heading
 message

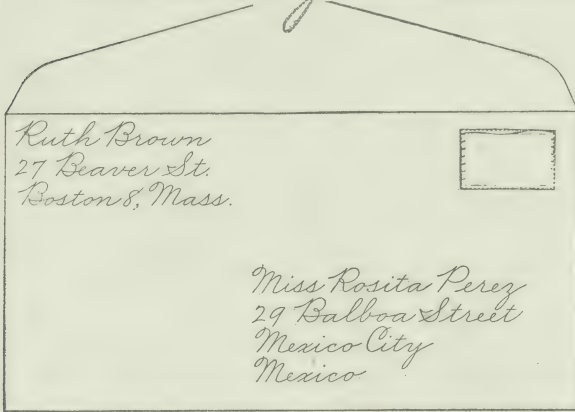
Write the first part of the letter on practice paper before putting it in this book.
 Watch the punctuation and arrangement. How much is the postage to Mexico?

stamps from your country,
and tell me what your
hobby is.

← Message

Closing → Your friend,

Signature → Ruth Brown



Here we will practice addressing the envelope. Begin the address at the right place. Practice on ruled paper first, cut to the size of an envelope. Write your usual size. How well can you write your signature?

stamps from your country,
and tell me what your
hobby is

← message

closing → Your friend,
signature Ruth Brown

Study the parts of a letter and write the last of the message, closing, and signature on this page. Bring some paper and an envelope from home and write a letter to a Mexican boy or girl. Address the envelope on practice paper first and keep it the same size as your other writing.

"I love to see the starry flag
That floats above my head;
I love to see its waving folds
With stripes of white and red."

I I I I love to see the starry
red red p p strip red stripes
T T t t t ~~ttt~~ t t W W w w

This poem describes our flag. **I**, **F**, and **W** are three of the most used capitals. Let us study every part of the capital **I**, the upswing, the back slant, and the boat ending. Is your spacing between letters and words right?

I love to see the starry flag.
That floats above my head
I love to see its waving folds
With stripes of white and red

I I I I love to see the starry
red red p p strip red stripes
T T t t t ~~ttt~~ t t W W w w

Write this poem nicely on practice paper and let your teacher give you a grade, then record it in your book. In the remaining spaces arrange a line or two of capital **I**'s, then write **I always salute the flag.**



When Fred tuned in for the news broadcast, he found that the two pilots who had been lost in a storm had landed safely. A radio message had saved their lives.



l l b b r r y y f f f of
t t t o o f f W W w w w

Those of you who can follow directions and write well enough for your grade may now use pen and ink. Let us hold the pen correctly and dip ink slowly. Are you watching the **b**, **y**, and **f**?

When Fred tuned in for the news broadcast he found that the two pilots who had been lost in a storm had landed safely. A radio message had saved their lives.

l l b b r r y y f f f of
t t t o o f f W W w w w

Write the news broadcast first. Capital **W** words are used often in reading, speaking, and writing. Learn to write them easily and well. Writing capital **T** will help you with **F**. Check the points of **r** and **s** when you finish this story.

RADIO SPEEDS MESSAGES



Today the radio is one of the fastest ways to send messages.



Airplanes, ships, and police cars have radio sets for sending and receiving.



We also get news and pictures by radio.



What kind of radio do you have? Here we can practice on capital **W** and **T**. Also practice **of**, **ys**, **ge**, **pl**, and **ps**. Check these combinations for height and connecting stroke. Is your pen sliding smoothly on the paper?

Today the radio is one of the fastest way to send messages

Airplanes ships and police cars have radio sets for sending and receiving

We also get news and pictures

As you write these sentences, keep in mind size, slant, and spacing. This should make a very neat page. Check often for size. Many fourth grade children write too small.

Notice

Room 15 is having a "Peep-Box" Show on Friday afternoon at 2 o'clock. They will show Deep Sea Life. Rooms 12 and 13 are invited.

One cent a peep, please.

Did you learn to print with stick and circle letters in first grade? We use print in our school work. Let us print this notice and watch the spacing. Put a little more space between stick letters than between circle letters.

Notice

Room 15 is having a peep
Box Show on Friday afternoon
at 2 o'clock. They will show Deep
Sea Life. Rooms 12 and 13 are
invited.

One cent a pep, please.

Use your pencil to record this notice in your book.
Ask your teacher to let you print some of her notices on the blackboard.

WHEN USING THE TELEPHONE

1. Be sure you know the number.
2. Speak with a clear voice.
3. Always be polite.
4. Tell your name at once.
5. Know what you want to say.



9 9 9 9 K K K X X X X X
 k k k k n n n n x x x

Here are some good rules to follow when you talk on the telephone. Capital K is the letter to work on here. Watch the compound curve that ties to the cane with a loop. Capitals K and X both start with a cane stroke.

1 Be sure you know the number
 2 Speak with a clear voice
 3 Always be polite
 4 Tell your name at once
 5 Know what you want to say

9 9 9 9 K K K X X X X
 k k k k n n n n x x x

List the other letters that start with a cane, and practice a line of each. Keep all canes alike. Study the figures and write them under each other. For another line write: **My telephone number is** _____.



A motion picture was taken of the fire drill at Jack's school and shown in the newsreel at the theater.

He was very proud to see his picture on the screen, as a patrol boy.

J J J I i I J J Jack Jack J

What type of boy is chosen for safety patrol duty? What is Safety Week? Now let us learn about the capital J. The upper loop is larger than the lower loop. Are you curving the upstroke on I and J and keeping the back straight?

A motion picture was taken of the fire drill at Jack's school and shown in the newsreel at the theater.

He was very proud to see his picture on the screen as a patrol boy.

J J J I i I J J Jack Jack J

After you have written this page on other paper, make a line of the capital I and the capital J. As you record your writing in this book, be sure your book is in the right position on the desk, and that you are sitting up straight.

AN AIR MAIL LETTER

Zana received an air-mail letter from New York.

She told the class it had come on a night mail plane to Chicago in $4\frac{1}{2}$ hours.

We found it would have taken 16 hours for it to come by train. Z Zana N.Y. York

Air mail is very popular today. Discuss the air mail stamp. What does it cost? Practice on the capital letters that have the lower loop. There are three. What are they? Make the underloops of all three a half space long.

Zana received an air -
mail letter from newyork
she told the class it
had come on a night mail
plane to Chicago in $4\frac{1}{2}$ hours
we found it would have
taken 16 hours for it to come
by train

When recording this lesson keep in mind full open letters. Check o, a, g, and d. Write an air mail letter to a friend and mail it. Check the time you mailed it, how far it went, and find out when it was delivered.

1. Give directions plainly.
2. Give them in exact order.
3. Mention all necessary facts.
4. Draw a plan if you wish.
5. Always be polite.

O O O C C C E E E E E
 A A A D D Draw G G G

Did you ever direct a person to a street or building? You have to think clearly when you give directions. Practice the five oval letters O, C, E, A, and D.

Make a line of each of the direct oval letters and the exercises you use to improve these letters. Then write in this book seven rules for giving directions. Make up two of your own rules.

OUR STAMP PROBLEM

We went to the post -
office to buy five three-cent
stamps. The teacher gave
us a quarter. Jane received
the change. We worked the
problem at school.

$$5 \times 3\text{¢} = 15\text{¢} \quad 25\text{¢} - 15\text{¢} = 10\text{¢}$$

1 2 3 4 5 6 7 8 9 10 11 12 + -

Here is a good chance to talk about our money and the kinds of stamps we use.

We can all learn to write better figures. A poorly made figure may mean a loss of many dollars.

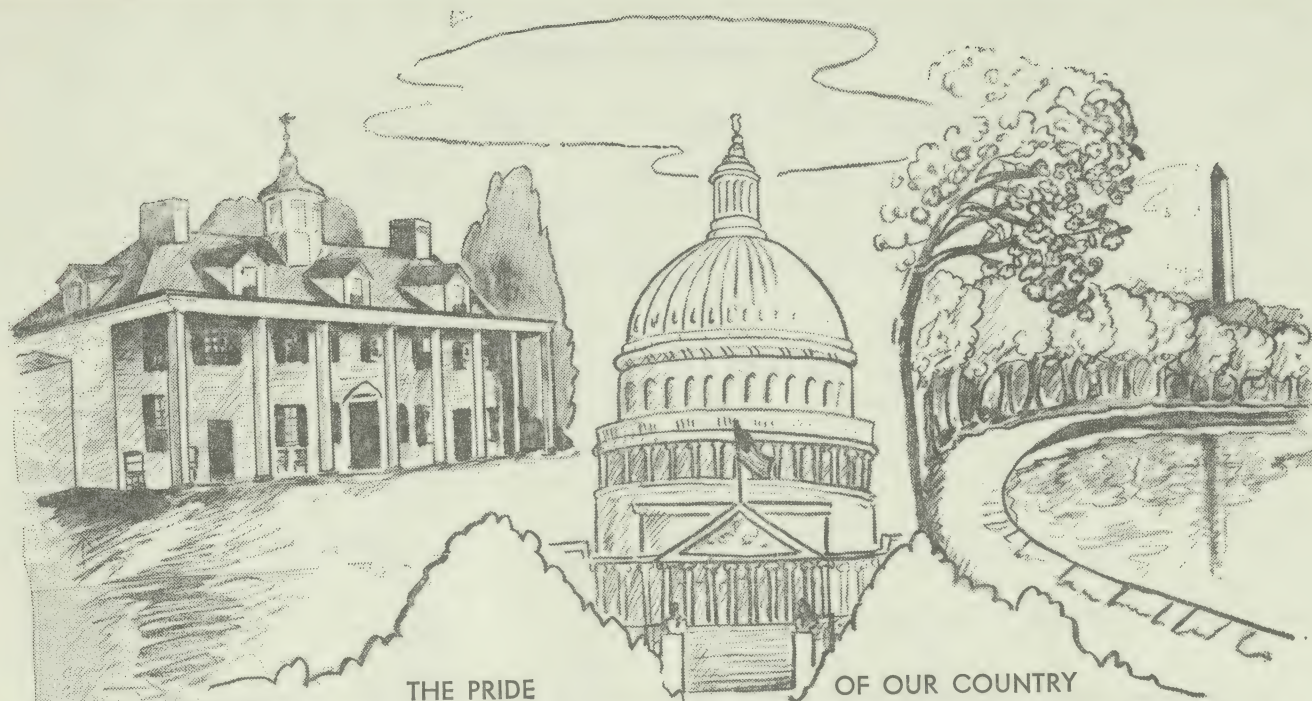
Write the problems on practice paper and practice all the numbers.
Write the problem above in your book in your best writing.

OUR NATIONAL HOLIDAYS

New Year's Day - Christmas -
 Lincoln's Birthday - Xmas -
 Washington's Birthday - B B
 Thanksgiving - X X X X
 Memorial Day - D D D D
 Armistice Day - V. J. Day -
 Independence Day - I I I I
 Flag Day - Labor Day - V. E. Day -

How do special days become holidays? How many dates can you remember for these holidays?
 Write them plainly on other paper. Here is a good chance to improve your capital letters.

List these holidays in your book, and by each holiday write the date, if you know it.
 Keep the margin straight and study the capital letters.



THE PRIDE

OF OUR COUNTRY

This is the beginning of a new unit about your country, and one of the most beautiful cities in the world. Visit the library and ask to see pictures of this city. Write four sentences about things of interest in this city.

Now choose two of the best sentences you have written and write them in this book.
Let's make a line of the letter **x** followed by the word **box**, and a line of the letter **z** followed by **fuzzy** and **zone**.

Washington is the
capital city of our Nation.
The laws of our country are
made there.

The White House is the
home of our President.



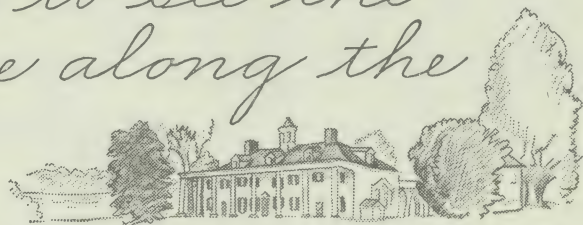
9 9 9 N N H H H W W W H

Have you seen the home of our President in Washington? Practice the cane part of the capitals **N** and **H**.
Get this well made before you finish the letter. Finish with an upward swing. Are you writing with a light touch?

Watch all the loops on the capitals, as you record this lesson.
Fill the two remaining lines with the words **Nation** and **White House**.

A HOME WE LOVE

Mt. Vernon was the
home of George Washington.
Many tourists visit
there every year to see the
stately old home along the
Potomac River.



M M Mt. V V Vernon U. S. A.

We would like to visit beautiful Mt. Vernon. The capital **V** is our letter this week.
It is very easy to make this letter thin and beautiful. The finishing stroke is a graceful curve.

Notice that there is very little difference between the stem of **M** and of **V**. Write this paragraph in your book.
Practice capital **U** and **United States**. Are both of your arms on the desk? Do you write easily?

In the spring the cherry trees are in blossom around the Tidal Basin.

The pink blossoms cast a shadow on the water, which artists like to show in their paintings.

t t t tttttt t to the their to

Practice the story on paper, then circle in pencil 5 letters that are not your best work.
Have you watched the retraces? Are the loops full enough? How are the ending strokes?

Let this be a sample of your best writing. Watch the line, size of letter, slant, and spacing.
Get a good picture in your mind before starting to write. Are the crosses on the t's made neatly?

WORDS I NEED TO WRITE AND SPELL

across
begin
color
dollar
each
fourth

grade
happy
inch
jump
knife
laugh

might
north
orange
pencil
quiet
round

Use s, t, u, v, w, x, y,
and z to finish your word list.

This word list needs finishing. Think of words for the letters at the bottom of the page.
Always watch the curves in beginning and ending strokes when you write the words.

As a class, make your own word list for the alphabet. Write 24 of them on this page in three columns.
Keep the columns straight. What letters are left over and what words are not used?

SEASONS AND MONTHS

Spring -	Mar.	April	May
Summer	June	July	Aug.
Autumn	Sept.	Oct.	Nov.
Winter	Dec.	Jan.	Feb.

MONTHS WE ABBREVIATE

Jan.	Mar.	Aug.	Oct.	Dec.
Feb.	Apr.	Sept.	Nov.	Jan.

May, June, and July we write out.

Arrange four columns on your paper. Head each with the name of a season.

The teacher may dictate the month, and you spell it correctly and put in in the right column.

Before you write this in your book, the teacher may dictate the month and you write the abbreviation, when there is one. Put a circle around the weakest capital letter. Which capitals have like parts? Practice the entire group.

CAN YOU WRITE THIS WELL?

Our writing is easy for
others to read when we write
well.

We must know how the
letters are formed and what
size to make them.

Lois Josephs.

This writing was done by Lois Josephs, a ten-year-old girl, near the close of the school term.
We consider Lois a very good writer. Can you write better than Lois?

Our writing is easy for
others to read when we write
well

We must know how the
letters are formed and

This is your last chance to do your best work in this book. Compare it with the writing in the first part of your book to see how much you have grown in writing.

SUGGESTED ACTIVITIES FOR PRINTING:

Your name
Your address
The name of your city or town
The name of your state
Slogans
Making simple posters

Tracing a map of the Western Hemisphere. Printing on it the names of the countries where our American neighbors live.

Signs of direction or warning

Making pictures of Spanish, English, and French types of architecture, and printing labels for your picture.

Addressing packages

A B C D E F G H I J K L M N O P Q R
S T U V W X Y Z a b c d e f g h i j k l m
n o p q r s t u v w x y z 1 2 3 4 5 6 7 8 9 10

OUR WRITING ALPHABET

a b c d e f g h i j
k l m n o p q r s t
u v w x y z 1 2 3 4 5
1 2 3 4 5 6 7 8 9 10
A B C D E F G H I J
K L M N O P Q R S T
U V W X Y Z 1 2 3 4 5 6 7 8 9 10

